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05/14

CURRICULUM VITAE

JOHN M. PETERS

Department of Educational Psychology and Counseling

EDUCATION

Ed.D. North Carolina State University, 1968

Dissertation: Effect of Internal-External Control on Learning and Participation in
Occupational Education

M.S. North Carolina State University, 1966

B.S. University of Kentucky, 1963

POSITIONS HELD

2009-Present University of Tennessee

Professor, Educational Psychology and Counseling.

Director, Institute for Reflective Practice and Faculty Scholar, Tennessee Teaching and Learning Center.

1995-2009 University of Tennessee

Professor, Department of Educational Psychology. Coordinator of Doctoral Program in Collaborative Learning.

(2003-2005) Royal Melbourne Institute of Technology, Australia

Visiting Professor.

(Fall 1995) University of Technology, Sydney

Visiting Professor, Faculty of Education.

1984-1994 University of Tennessee

Professor, Department of Technological and Adult Education. Founder and Coordinator of Doctoral Program in Adult Education (1984-1992). Founder, Principal Investigator and Interim Director of Center for Literacy Studies.

1976-1983 University of Tennessee

Professor, Department of Continuing and Higher Education. Coordinator of Master's Program in Adult Education. Director, Title I, HEA Project. Principal Investigator and Director, National Institute of Education funded Research Project on Adult Learning and Problem Solving.

(Fall 1979) North Carolina State University

Visiting Professor, Department of Adult and Community College Education.

(1977-1978) Cornell University

Visiting Professor, Department of Human Services Studies.

(1975-1976) University of British Columbia

Visiting Associate Professor, Department of Adult Education.

1971-1974 University of Tennessee

Associate Professor, Department of Continuing and Higher Education. Director of Masters Degree Program in Adult Education. Director and Principal Investigator of two funded research projects on self-directed learning by adults. Director, Title I, HEA, and Southern Regional Education Board staff development projects. Director of Title I, HEA community college internship project. Developer and Director of community-based Adult Learning Center. Principal Investigator and Interim Director of community-based Tennessee Reading Academy for Adults and Youth.

1970 University of Tennessee

Assistant Professor, Department of Continuing and Higher Education. Acting Head of Department. Developer of Master's Degree Program in Adult Education and Director of Title I, HEA and Southern Regional Education Board projects.

1968-1969 North Carolina State University

Assistant Professor, Department of Adult and Community College Education. Academic supervisor of community college interns. Director of funded research utilization project. Faculty Fellow, American Society of Electrical Engineers/National Aeronautics and Space Administration Program in Engineering Systems Design.

1966-1967 North Carolina State University

Research Associate and Instructor, Department of Adult Education. Associate Director and Acting Director, U.S. Office of Education funded Longitudinal Research Project on Adult Basic Education and Occupational Adjustment and Acculturation. Director, U.S. Office of Education funded research project on adult educator roles.

1965-1966 North Carolina State University

Graduate Research and Teaching Assistant, Department of Adult Education.

1964-1965 University of Kentucky

Graduate Research Assistant, Department of Agricultural Economics.

1963-1964 University of Kentucky

Assistant County Agricultural Extension Agent, Madison County, Kentucky.

GUEST LECTURES, SEMINARS AND WORKSHOPS FOR FACULTY**In Foreign Institutions**

University of Beijing	University of Calgary	University of Helsinki
University of Barcelona	University of Surrey U.K.	Flinders University, Australia
University of Bath	University of Alberta	University of Western Sydney
University of Melbourne	University of Tasmania	Queensland University
Royal Melbourne Institute of Technology		Queensland Technological University
Griffith University (Brisbane)		University of Waikato, New Zealand
Wascana Institute in the Applied Arts, Canada		University of Technology, Sydney

LaTrobe University, Melbourne
Mahasarakham University (Thailand)
Rajabhat Pranakorn University (Thailand)

National Chung-Hsin University, Taiwan
University of Sonora, Mexico

In Domestic Institutions

University of Illinois
University of Wisconsin
Trinity University (San Antonio)
University of Georgia
Virginia Commonwealth University
North Carolina State University
Cornell University
Ohio State University
Rochester Institute of Technology
Northern Illinois University
Appalachian State University
Drake University
Georgetown University
Bemidji State College
University of Southern California
Florida International University
Morehead State University
Memphis State University
Shelby State Community College

University of the West Indies
Penn State University
Virginia Polytechnic University
Sheldon-Jackson College
Miami-Dade Community College
University of Southern California
University of Texas
University of Oklahoma
Oklahoma State University
Tennessee Technological University
Alabama State University
Montana State University
Roane State Community College
Pellissippi State Community College
Walters State Community College
Volunteer State Community College
Cleveland State Community College
Motlow State Community College

AWARDS

Chancellor's Academic Outreach Award, University of Tennessee, 2008
L.R. Hesler Award, University of Tennessee, 2007
Chancellor's Excellence in Teaching Award, University of Tennessee, 2006
Outstanding Faculty Award, Association for Continuing Higher Education, 1999
International Adult and Continuing Education Hall of Fame, 1997
Finalist, University of Tennessee Chancellor's Teaching Award, 2003, 1999
Finalist, University of Tennessee Alumni Association Outstanding Teaching Award, 1998, 1995
Major Professor, College of Education Outstanding Dissertation Award, 1995, 1999
Leadership Award, Tennessee Association for Continuing and Higher Education, 1992
Elected member of Board of Directors, International Adult and Continuing Education Hall of Fame (Chair of Hall, 2012)

EDITORIAL ACTIVITY (Selected)

Consulting Editor, *International Handbook on Adult and Continuing Education*
Consulting Editor, *Routledge International Handbook of Lifelong Learning* (2008)
Member, Editorial Advisory Board, (Journal of) *Action Research*
Review Editor, *International Journal of Learning*
Reviewer, *Educational Evaluation and Policy Analysis*

Reviewer, *International Journal of Qualitative Studies in Education*
Reviewer of dissertations for University of Technology, Sydney
Former Book Review Editor, *Adult Education: Journal of Research and Theory*

BOOKS

- Peters, J., & Armstrong, J. *Understanding and facilitating collaborative learning*. San Francisco: Jossey-Bass (under contract).
- Peters, J., & Jarvis, P. (Eds.). (1991). *Adult Education: Evolutions and Achievements in a Developing Field of Study*. San Francisco: Jossey-Bass.
- Bell, B., Gaventa, J., & Peters, J. (Eds.). (1990). *We make the road by walking: Conversations on education and social change*. Philadelphia, PA: Temple University Press.
- Bell, B., Gaventa, J., & Peters, J. (Eds.). (2003). *We make the road by walking: Conversations on education and social change* (reprinted in Hindi, Bombay, India).
- Peters, J. (Ed.). (1980). *Building an effective adult education enterprise*. San Francisco: Jossey-Bass.
- Peters, J. (1972). *How to make successful use of the learning laboratory*. Englewood Cliffs, NJ: Prentice-Hall.

BOOK CHAPTERS, JOURNAL ARTICLES, REFEREED PAPERS

- Skinner, A. L. & Peters, J. (Invited submission, in process). Community of inquiry or community of Practice in a Synchronous Online Course? *International Journal of Cyber Behavior, Psychology, and Learning*.
- Peters, J. & Skinner, A.L. (Invited submission, in process). Reflective practice techniques for critical thinking in an online post-graduate course. *International Journal of Cyber Behavior, Psychology, and Learning*.
- Doi, M. & Peters, J. (under final review). Collaborative learning in a Japanese language course: A study of student and teacher experience. London: *Sage Online*
- Smith, T., Peters, J., Skolits, G., Barlow, P. (Under review). Demystifying reflective practice: Using the DATA model to enhance evaluators' professional practice. *Journal of Evaluation and Program Planning*.
- Skinner, A. L., & Peters, J. (In press, 2014). Facilitating communities of inquiry online via types of teaching and learning. In L. Bacon (Ed). *Innovations in technology enhanced learning*. Global Science and Technology Forum, Cambridge Scholars Publishing.
- Duncan, D., Peters, J., & Creekmore, D. (2013). Changing an organization's culture: A work style model and process. *International Journal of Knowledge, Culture, and Change Management*. 13(1), 1-12.
- Schumann, D., Peters, J., & Olsen, T. (2013). Co-creating value in teaching and learning centers. In W. McKee, M. Johnson, & M. Tew (Eds.), *The breadth of current faculty development: Practitioners' perspectives*. *New Directions in Higher Education*. San Francisco: Jossey Bass.
- Doi, M. & Peters, J. (2012). Engaging in collaborative learning in a Japanese language classroom. *The Language Teacher*, 36(1).
- Peters, J., Taylor, J., & Doi, M. (2011). Reflections on three types of teaching and learning in a model-based, blended online course. *International Journal of Learning*, 18(2).

- Taylor, Peters, J. & Doi, M. (2011) Self-directed learning and action research: Implications for practice. *International Journal of Self-Directed Learning*.
- Muth, A., & Peters, J. (2010). Facilitating collaborative learning in a community group. *Journal of Interdisciplinary Social Science*, 5(8), 193-204.
- Peters, J. (2009). DATA-DATA: A model for practitioner-researchers. *International Journal of Interdisciplinary Social Sciences*, 4(3), 147-158.
- Peters, J., & Ragland, B. (2009). Reflective practice and a process called levelising. *The International Journal of Learning*, 16(5), 79-90.
- Peters, J., Taylor, J., & Doi, M. (2009). Self-Directed learning and action research. *International Journal of Self-Directed Learning* 6(2).
- Peters, J., & Gray, A. (2007). Teaching and learning in a model-based action research course. *Action Research*, 5(3), 319-332.
- Peters, J., Latham, G., Ragland, B., & Donaghy, R. (2007). Three cultures of teaching and learning across continents. In J. Reishchmann & M. Bron, (Eds.), *Comparative adult education 2006: Experiences and examples*. Frankfurt: Peter Lang.
- Rong, L., & Peters, J. (2007). Collaborative learning, dialogue, and three types of teaching and learning. *Journal of Social Science*, (1)4, 23-32. (Hohai University, China.)
- Peters, J., & Gray, A. (2006). A solitary act one cannot do alone: The self-directed, collaborative learner. *International Journal of Self-Directed Learning*, 2(2), 12-23.
- Peters, J., & Torres, C. (2006, November). Integrating life and learning: An account of academic and practical change in a graduate education context. *AI Practitioner: An International Journal of Best Practices*.
- Creekmore, D., Duncan, D., Stulberg, K., & Peters, J. (2005). Discourse and culture: Exploring the relationship between an organization's discourse and safety performance. In J. Searle, F. Beven & D. Roebuck (Eds.), *Vocational learning: Transitions, interrelationships, partnerships and sustainable futures*. Brisbane: Australian Academic Press.
- Latham, G., & Peters, J. (2005). Blurring the borders: Creating a dialogical space on line. In G. Morris (Ed.), *Virtual classrooms: Changing pedagogy, changing identity*. Melbourne: RMIT University Press.
- Peters, J., Creekmore, D., & Duncan, D. (2005). Theory in practice: Forging a partnership between university and enterprise. In J. Searle, F. Beven & D. Roebuck (Eds.), *Vocational learning: Transitions, interrelationships, partnerships and sustainable futures*. Brisbane: Australian Academic Press.
- Peters, J., & Ragland, B. (2005). Levelising: Multiple ways of knowing in practice. In J. Searle, F. Beven & D. Roebuck (Eds.), *Vocational learning: Transitions, interrelationships, partnerships and sustainable futures*. Brisbane: Australian Academic Press.
- Peters, J., & Alderton, S. (2003). Studying dialogue as a mode of discourse on dialogue. Mid-South Educational Research Conference. *ERIC Clearinghouse on Assessment and Evaluation*, 2004.
- Peters, J., Cotter, M., Merrill, M., & Ragland, B. (2003). Collaborative action research in three settings: Community college, university and secondary education. Mid-South Educational Research Conference. *ERIC Clearinghouse on Assessment and Evaluation*, document number TM034668, 2004.
- Peters, J., Creekmore, D., & Duncan, D. (2003). Creating a new way of doing business: The co-innovation approach. In P. Kumar (Ed.), *Organisational learning for all seasons*:

- Building internal capabilities for competitive advantage*. Singapore: National Community Leadership Institute.
- Peters, J., & Bell, B. (2001). Horton of Highlander. In P. Jarvis (Ed.), *Twentieth-century thinkers in adult education*. London: Kogan Page.
- Peters, J., & Armstrong, J. (1998). Collaborative learning: People laboring together to construct knowledge. In I. M. Saltiel, A. Sgroi, & R. G. Brockett (Eds.), *The power and potential of collaborative learning partnerships*. New Directions for Adult and Continuing Education, No. 79. San Francisco: Jossey-Bass.
- Peters, J. (1991). Advancing the study of adult education: A summary perspective. In J. Peters & P. Jarvis (Eds.), *Adult education: Evolutions and achievements in a developing field of study*. San Francisco: Jossey-Bass.
- Peters, J. (1991). *Strategies for reflective practice*. In R. Brockett (Ed.), *New Directions for Adult and Continuing Education*, 44, pp. 89-96. San Francisco: Jossey-Bass.
- Peters, J., & Krietlow, B. (1991). Growth and future of graduate programs. In J. Peters & P. Jarvis (Eds.), *Adult education: Evolutions and achievements in a developing field of study*. San Francisco: Jossey-Bass.
- Peters, J. (1988). The learner as authority: Obtaining authentic descriptions of life worlds. In H. Long (Ed.), *Research and practice in self-directed learning*. Norman, OK: University of Oklahoma.
- Peters, J., & Bell, B. (1987). Horton of Highlander. In P. Jarvis (Ed.), *Twentieth-Century Thinkers in Adult Education*. London: Croom-Helm, 1987.
- Peters, J., & Banks, B. (1982). Adult education. *Encyclopedia of Educational Research*. (5th ed.). New York, NY: MacMillan.
- Peters, J. (1981). Accessing people in organizations: Problem solving and change. In M. Gaasholt (Ed.), *Organizing for change: Inservice and staff development in special education*. Seattle, WA: University of Washington.
- Peters, J. (1980). A systems approach to examining adult education. In J. Peters (Ed.), *Building an Effective Enterprise of Adult Education*. San Francisco: Jossey-Bass.
- Peters, J., & Kozzol, C. (1980). Organization of the field. In J. Peters (Ed.), *Building an effective enterprise of adult education*. San Francisco: Jossey-Bass.
- Young, D, Lounsbury, J., & Peters, J. (1979). Critical issues facing community colleges. *Community-Junior College Research Quarterly*, 4, 265-283.
- Peters, J., & Boshier, R. (1976). Developing programs congruent with adult motives, needs and interests. In C. Klevens, C. (Ed.), *Materials and methods in adult education*. (2nd ed.). New York: Klevens Publications.
- Peters, J. (1975). Multinational programs: A commentary. *Adult Leadership*, 23(10). (Guest editor.)
- Peters, J. (1974). Developing a curriculum that meets students' needs. In P. Langerman (Ed.), *You can be a successful teacher of adults*. Washington, DC: National Association for Public Continuing Education.
- Peters, J. (1973). A Self-instructional training package for adult basic education teachers. *Literacy Discussion*, 4(3).
- Peters, J. (1972). Self-directed learning in continuing professional education. In C. Klevens (Ed.), *Materials and methods in adult education*. New York: Klevens Publications.
- Sherron, R., & Peters, J. (1971, March). Adult basic education and educational technology. *Educational Technology*.

- Peters, J. (1969, May-June). How an inmate's expectations affect his performance. *American Journal of Corrections*, 18-20.
- Peters, J. (1969). Internal-external control, learning and participation in occupational education. *Adult Education*, 20(1).
- Peters, J., & Barclay, W. (1969). An educational television satellite system for the United States. *Educational Broadcasting Review*, 2(5), 35-42.

CONFERENCES

- Peters, J., Guffey, S., & Moran, M. (2013). Promoting action research in a Research I University: One institution's example. Proceedings of the Inaugural Conference of the Action Research Network of the Americas.
- Rowell, L., & Peters, J. (2013). Action research in a big tent: Global Networks. Proceedings of the Inaugural Conference of the Action Research Network of the Americas. San Francisco.
- Peters, J. (2012). Biographies of Hall of Fame members: A dialogue among recent Inductees. International Adult and Continuing Education Hall of Fame Symposium. Reno, Nevada (Presented by Peters)
- Peters, J., Londoner, C., Hall, B., Neufeld, M., Fitzgerald, H. (2012). A dialogue among Hall of Fame members and Emerging Scholars. National Outreach Scholars Consortium Conference, Emerging Outreach Scholars Session, University of Alabama, Tuscaloosa.
- Peters, J. Londoner, C., and Fitzgerald, H. (2012). Lessons Learned: Theories and Local Evidence of Successful Community Practice. Presented at the National Outreach Scholars Consortium Conference, University of Alabama, Tuscaloosa. (Presented by Peters, Londoner, and Fitzgerald).
- Peters, J. (2012). Mediation through reflective practice. Presented at Taos Conference on Relational Practices. San Diego.
- Peters, J., & Skinner, A. (2012). Fostering Critical Thinking with Reflective Practice Techniques in an Online Post-Graduate Course. In Lee, H. (Ed). *Education and E-Learning, 2nd Annual Conference Proceedings*. Paper presented at the Education and E-Learning International Conference, Bali, Indonesia, 17-18 September (pp. 212-215). Global Science and Technology Forum: www.globalstf.org.
- Skinner, A., & Peters, J. (2012). The Development of a Community of Inquiry in a Synchronous Online Course: A Study of the Relationship of Type of Teaching and Learning to Social, Cognitive, and Teaching Presence. In Lee, H. (Ed). *Education and E-Learning, 2nd Annual Conference Proceedings*. Paper presented at the Education and E-Learning International Conference, Bali, Indonesia, 17-18 September (pp. 203-205). Global Science and Technology Forum: www.globalstf.org.
- Peters, J., & Seeley, J. (2012, March). Tools for constructive dialogue. Presented at the Conference on Enriching Collaborative Practices Across Cultural Borders: Constructing Alternatives in Psychotherapy, Education, Community & Organization Development and Research Practices, Taos Institute, Mérida, Yucatan, Mexico.
- Peters, J., & Seeley, J. (2012, February). Training in the principles and techniques of reflective practice. Presented at the Universidad 2012 Conference, Ministry of Higher Education, Havana, Cuba.

- Peters, J., & Skinner, A. L. (2012). Fostering critical thinking with reflective practice techniques in an online post-graduate course. In H. Lee (Ed). *Education and E-Learning, 2nd Annual Conference Proceedings, 212-215*. Paper presented at the Education and E-Learning International Conference, Bali, Indonesia. Available at Global Science and Technology Forum: www.globalstf.org.
- Skinner, A. L. & Peters, J. M. (2012). The development of a community of inquiry in a synchronous online course: A study of the relationship of type of teaching and learning to social, cognitive, and teaching presence. In H. Lee (Ed). *Education and E-Learning, 2nd Annual Conference Proceedings, 203-205*. Paper presented at the Education and E-Learning International Conference, Bali, Indonesia. Available at Global Science and Technology Forum: www.globalstf.org.
- Doi, M., & Peters, J. (2011). Performative text of student and teacher experience in a Japanese course. Presented at the 8th Annual Conference on Action Research, San Diego, CA.
- Peters, J. (2011). The art of thinking together: Reflective practice for mediator and client communications. Presented at the Annual Conference of Tennessee Association of Professional Mediators, Nashville, TN.
- Peters, J. (2011). Reflective practice and the mediator: Building communication skills. Presented at the Alternative Dispute Resolution Commission Annual Advanced Mediation Training Symposium, Nashville, TN.
- Peters, J., & Seeley, J. (2011). Facilitating reflective practice for professional development specialists and trainers. Presented at the National Staff Development and Training Association, Madison, WI.
- Peters, J., Seeley, J., & Woodard, T. (2011). Designing and conducting embedded action research: A collaborative university and community training program. Presented at the 8th Annual Conference on Action Research, San Diego, CA.
- Peters, J., & Taylor, J. (2010). Action research on collaborative learning: A metasynthesis of findings. Presented at the American Association of Adult and Continuing Education, Clearwater Beach, FL.
- Doi, M., & Peters, J. (2010). Engaging in collaborative learning in the foreign/second language classroom. Presented at the 25th Annual Conference of the Southeastern Association of Teachers of Japanese (refereed), Duke University, Durham, NC.
- Duncan, D., Peters, J., & Creekmore, D. (2010). Select for success: Process and outcome of a collaborative partnership. Presented virtually at 10th International Conference on Knowledge, Culture, and Change in Organizations, Montreal, Canada.
- Muth, A., & Peters, J. (2010). Facilitating collaborative learning and land stewardship by a community group. Presented virtually at the 5th International Conference on Interdisciplinary Social Sciences, Cambridge University, UK.
- Peters, J., Doi, M., & Taylor, J. (2010). Reflections on three types of teaching and learning in a model-based, blended online course. Presented at the Computers, Information, and technology (CIT) Conference, Singapore. (Refereed conference proceedings. Selected as one of the Six Best Conference Papers).
- Peters, J., Doi, M. & Taylor, J. (2010). Self-Directed learning and action research: using the DATA-DATA model. Presented at the International Conference on Self-Directed Learning, Cocoa Beach, FL.
- Peters, J., & Long, P. (2010, June). Linking theory and practice: Students and professors as

- co-constructors of knowledge. Presented at the International College Teaching and Learning Conference, Dublin, Ireland. (Refereed conference proceedings).
- Gray, A., & Peters, J. (2009). The transformation of the action researcher: Links to Goethe's delicate empiricism. Presented at the Sixth Annual Conference on Action Research in Education and Leadership, San Diego, CA.
- Hammon, M. C., Peters, J., & Gray, A. (2009) Action research studies of collaborative learning: A method for synthesizing qualitative results. Sixth Annual Conference on Action Research in Education and Leadership, San Diego, CA.
- Peters, J. (2009, July). DATA-DATA: A model for practitioner-researchers. Presented at the Fourth International Conference on Interdisciplinary Social Sciences, Athens, Greece. (Virtual participation).
- Peters, J. (2009, September). Pathways of engagement: Lessons from lived experience. Invited panel presentation, National Outreach Scholarship Conference, University of Georgia, Athens, GA.
- Peters, J., Hammon, M. C., & Gray, A. (2009). Action research studies of collaborative learning: A metasynthesis of findings. Presented at the Sixth Annual Conference on Action Research in Education and Leadership, San Diego, CA.
- Peters, J., & Ragland, B. (2009, July). Reflective practice and levelising. Presented at the Sixteenth International Conference on Learning, Barcelona, Spain. (Virtual participation).
- Rowell, L., Simmons, B., Inoue, N., Peters, J., & Cornelissen, F. (2009). Critically-reflective action research: An international perspective. Presented at the Sixth Annual Conference on Action Research in Education and Leadership, San Diego, CA.
- Gaskin, D. & Peters, J. (2008). Levelising as a quality management tool. Presented at the Mid-South Educational Research Conference, Knoxville, TN.
- Peters, J. (2008) Action research on teaching and learning: A synthesis of findings in higher education. Presented at the Mid-South Educational Research Conference, Knoxville, TN.
- Peters, J. (2008). Teaching a blended, model-based action research course. Fifth Annual Conference on Action Research in Education and Leadership, San Diego, CA.
- Peters, J. & Gray, A. (2008). Professor and students in joint action: Inquiry in the classroom and workplace. Presented at the Fifth Annual Conference on Action Research in Education and Leadership, San Diego, CA.
- Gray, A., & Peters, J. (2007, May). Globalizing freshman comp with three types of teaching and learning. Presented at the NISOD Conference, Austin, TX.
- Peters, J., Barclay-McLaughlin, G., Aguado, D., & Ramindez, J. (2007, March). Cultural dimensions in pedagogical and research perspectives. Presented at the Bi-National Conference on Teaching Spanish in the U.S. and English in Mexico, Monterrey, Mexico.
- Peters, J., & Gray, A. (2007, June). Beyond bracketing: A method called levelising. Presented at the International Human Science Research Conference, Rovereto, Italy.
- Peters, J., & Gray, A. (2007, June). Closing the theory-practice split: Students and professors as co-constructors of knowledge. Presented at the Organizational Studies Conference, Crete, Greece.
- Osborne, M., & Peters, J. (2006, March). Our house on your road: Toward a critical understanding of life in Appalachia using action research. Presented at the 29th Annual Appalachian Studies Conference, Dayton, OH.
- Peters, J., & Osborne, M. (2006, March). Sit and talk a while: Collaborative learning in Appalachia. Presented at the 29th Annual Appalachian Studies Conference, Dayton, OH.

- Creekmore, D., Duncan, D., Stulberg, K., & Peters, J. (2005, December). Discourse and culture: Exploring the relationship between an organization's discourse and safety performance. Presented at the 13th Annual International Conference on Post-Compulsory Education and Training, Gold Coast, Australia.
- Duncan, D., Creekmore, D., & Peters, J. (2005, December). Creation on the fly: A study of creativity as collaborative learning process. Presented at the 13th Annual International Conference on Post-Compulsory Education and Training, Gold Coast, Australia.
- Merrill, M., & Peters, J. (2005, January). Collaborative learning with information technology students: A discursive practice. Presented at the Seventeenth International Conference on Qualitative Research in Education, Athens, GA.
- Peters, J., Bridges, R., Gray, A., Ghosten, C., Li, R., & Torres, C. (2005, October). Smuggling constructionist ideas and practices into everyday lives: A graduate education experience. Invited presentation, Conference on Social Construction, Taos, NM.
- Peters, J., Creekmore, D., & Duncan, D. (2005, December). Theory in practice: Forging a partnership between university and enterprise. Presented at the 13th Annual International Conference on Post-Compulsory Education and Training, Gold Coast, Australia.
- Peters, J., & Gray, A. (2005, February). A solitary act one cannot do alone: The collaborative, self-directed learner. Presented at the 19th Annual International Self-Directed Learning Symposium, Cocoa Beach, FL.
- Peters, J., & Ragland, B. (2005, December). Levelising: Multiple ways of knowing in practice. Presented at the 13th Annual International Conference on Post-Compulsory Education and Training, Gold Coast, Australia.
- Peters, J. (2004, January). Action research: A model and selected examples. Invited presentation, Seventeenth International Conference on Qualitative Research in Education, Athens, GA.
- Peters, J. (2004, January). Pintos and Porsches: Language use and co-created meaning. Presented at the Seventeenth International Conference on Qualitative Research in Education, Athens, GA.
- Cotter, M., & Peters, J. (2003, January). Beyond phenomenological interviews: Giving voice through co-construction of knowledge. Presented at the Sixteenth International Conference on Qualitative Research in Education, Athens, GA.
- Gaskin, D., Peters, J., Creekmore, D., Duncan, D., & Ragland, B. (2003, November). The role of reflective practice in participatory leadership and organizational sustainability. Presented at the Post-Compulsory Education and Training Conference, Brisbane, Australia. Australian Academic Press.
- Merrill, M., & Peters, J. (2003, November). Collaborative learning in a high-tech classroom: A study of teacher-student discourse. Presented at the Post-Compulsory Education and Training Conference, Brisbane, Australia. Sydney: Australian Academic Press.
- Peters, J. (2003, December). Action research: Applications in collaborative learning across institutional settings. Invited presentation, International Academic Exchange for Postgraduate Students, Griffith University, Brisbane, Australia.
- Peters, J. (2003, November). Action research in collaborative learning. Invited presentation, Postgraduate Conference at Royal Melbourne Institute of Technology, Melbourne, Australia.
- Peters, J. (2003, November). Research on types of teaching and learning. Invited presentation, School of Economics and Commerce, University of Melbourne, Melbourne, Australia.

- Peters, J., Creekmore, D., & Duncan, D. (2003, November). Learning to change an organization: A case study. Presented at the Post-Compulsory Education and Training Conference, Brisbane, Australia. Sydney: Australian Academic Press.
- Peters, J., Muth, A., & Fazio, R. (2003, January). Forming communities: Three action research projects on collaborative learning. Presented at the Sixteenth International Conference on Qualitative Research in Education, Athens, GA.
- Peters, J., & Ragland, B. (2003, January). Creating a way of being on line: A multinational collaborative learning experience. Presented at the Sixteenth International Conference on Qualitative Research in Education, Athens, GA.
- Alderton, S., & Peters, J. (2002, November). Studying dialogue as a mode of discourse on dialogue. Presented to the Mid-South Education Research Association, Chattanooga, TN.
- Peters, J. (2002, November). Action research on collaborative learning: A critique of five studies. Presented to the Faculty of Education, Language, and Community Services, Royal Melbourne Institute of Technology, Melbourne, Australia. (
- Peters, J. (2002, December). Combining reflective practice and formal inquiry: An action research model. Presented at the Tenth Annual International Conference on Post-compulsory Education and Training, Brisbane, Australia.
- Peters, J. (2002, November). The DATA-DATA Model of action research. Presented to faculty and staff of the Center for Learning and Work Research, Griffith University, Brisbane, Australia.
- Peters, J. (2002, December). Participant experiences with collaborative learning in business and post-compulsory education settings. Presented at the Tenth Annual International Conference on Post-compulsory Education and Training, Brisbane, Australia. (
- Peters, J. (2002, December). Three types of teaching and learning with an emphasis on Type III – collaborative learning. Presented to multidisciplinary faculty at Queensland University, Teaching and Education Development Institute, Brisbane, Australia.
- Peters, J., Cotter, M., Merrill, M., & Ragland, B. (2002, November). Collaborative action research in three settings: Community college, university and secondary education. Presented to the Mid-South Education Research Association, Chattanooga, TN.
- Peters, J., & Ragland, B. (2002). Online collaborative learning in higher education: A multinational experience. *Proceedings of the Second Symposium on Teaching and Learning in Higher Education*, C. M. Wang, K. P. Mohanan, & D. Pan, (Eds.). Singapore: Centre for Development of Teaching and Learning, National University of Singapore.
- Ragland, B., Peters, J., Donaghy, R., & Latham, G. (2002, November). Three cultures of teaching and learning across continents. Presented at the International Society for Comparative Adult Education, St. Louis, MO.
- Peters, J. (2000, September). Collaborative learning and teaching. Invited presentation, International Conference on Social Construction and Human Transformation, Galveston, TX.
- Peters, J. (2000, September). Conversation, language and possibilities. Presented at the International Conference on Social Construction and Human Transformation, Galveston, TX.
- Peters, J. (2000, September). Reconciling traditional and nontraditional practices in graduate education. Presented at the World Congress on Action Learning, Action Research, Process Management and Participatory Action Research, Ballarat, Australia.

- Peters, J. (2000, September). Using DATA-DATA as a guide to collaborative action research. Presented at the World Congress on Action Learning, Action Research, Process Management and Participatory Action Research, Ballarat, Australia.
- Armstrong, J., & Peters, J. (1999, January). Collaborative learning: A study of two classes. Presented at the Conference on Qualitative Research in Education, Athens, Georgia.
- Peters, J. (1999, January). DATA-DATA: A heuristic for doing collaborative action research. Presented at the Conference on Qualitative Research in Education, Athens, GA.
- Peters, J. (1999, November). Knowing, sensitivity, and research. Invited presentation, Postgraduate Research Conference, Melbourne, Australia.
- Peters, J. (1999, November). Putting the researcher back into research. Keynote presentation at the Postgraduate Research Conference, Melbourne, Australia.
- Peters, J. (1999, November). Writing for publication. Invited presentation, Postgraduate Research Conference, Melbourne, Australia.
- Peters, J. (1998). A collaborative approach to research in South Africa. Presented at the Conference on Qualitative Research in Education, Athens, GA. (With K. Greenberg, A. Lindstrom, R. Roberts, J. Dory, and A. Sall).
- Peters, J. (1997, January). AR2: Action research on action research. Presented at the Conference on Qualitative Research in Education, Athens, GA.
- Peters, J. (1997, June). Dialogue as a means of empowering participants in education reform. Presented at the International Association for Cognitive Education, Stellenbosch, South Africa. (With K. Greenberg, A. Lindstrom, J. Dory, A. Sall, and R. Roberts).
- Peters, J. (1997, April). History and future of adult education research. Invited presentation, University Continuing Association Conference, Louisville, KY.
- Peters, J. (1997, March). They don't just come out at night: Treating teachers as adult learners. Presented at the International Conference on Reforming Teacher Education, Wrexham, Wales.
- Peters, J. (1996, October). Facilitating collaborative learning. Presented at the American Association of Adult and Continuing Education Conference, Charlotte, NC. (With Joseph Armstrong)
- Peters, J. (1996, May). Historical perspectives on adult education research. Presented at the Adult Education Research Conference, Tampa, FL.
- Peters, J. (1996, September). Horton, Freire and presentational knowing: A biography of ideas. Invited presentation, International Conference on Collaborative Inquiry, University of Bath, Bath, UK.
- Peters, J. (1996, May). International collaboration among academics in adult education. Presented at the Adult Education Research Conference, Tampa, FL.
- Peters, J. (1995, May). Good question! Collaborative learning and the intentional stance. Invited presentation, International Conference on Educating the Adult Educator, Alberta-Canmore, Canada.
- Peters, J. (1994, November). Developing learning organizations: A collaborative learning process. Presented at the American Association of Adult and Continuing Education Conference, Nashville, TN. (With J. Farmer)
- Peters, J. (1994, May). Instructors-as-researchers-and-theorists: Action research in a community college. Presented at the Adult Education Research Conference, Knoxville, TN.
- Peters, J. (1993, September). Instructors-as-researchers-and-theorists: Faculty development in a community college. International Conference on Training and Professional Development

- in Adult and Continuing Education, Wadham College, University of Oxford, Oxford, U.K.
- Peters, J. (1992, May). Our historical possibilities: Evolution and future of adult education a field of study. Presented at the Adult Education Research Conference, Saskatoon, Canada. (With R. Brockett, R. Cervero, P. Cunningham, & H. Long).
- Peters, J. (1988, May). A knowledge-acquisition method for building expert systems: Studying adult reasoning and thinking. Presented at the Adult Education Research Conference, Calgary, Canada.
- Peters, J. (1988, November). Mentoring professional colleagues. Presented at the Commission of Professors of Adult Education Conference, Tulsa, OK.
- Peters, J. (1988, July). Toward a new procedure for learning project research. Presented at the Standing Conference on University Teaching and Research in the Education of Adults, Leeds, England.
- Peters, J. (1987, October-November). The graying of the campus. Invited presentation, Southern Association for College Student Affairs Conference, Louisville, KY.
- Peters, J. (1985, January). Communication skills for head start directors. Invited presentation, Region Six Conference of Head Start Personnel, Albuquerque, NM.
- Peters, J. (1985, October). Diagnosing values and beliefs: The action-reason technique. Presented at the Regional Conference of the American Society for Training and Development, Nashville, TN. (With J. Greene.)
- Peters, J. (1985, March). The Highlander idea. Invited presentation, Third International Conference on Adult Education, University of Surrey, Guildford, England.
- Peters, J. (1985, July). Horton of Highlander. Invited presentation, Second Annual Conference of the League for Social Commitment in Adult Education, Ljungskile, Sweden.
- Peters, J. (1985, March). The preparation of nurse educators in the U.S.A. Invited presentation, Conference of Nurse Educators, University of Surrey, Guildford, England.
- Peters, J. (1985, March). Supervision in head start. Presented at the Regional Training Conference for Head Start Directors and Coordinators, Nashville, TN.
- Peters, J. (1985, March). The theory and practice of program planning. Keynote paper, Third International Conference on Adult Education, University of Surrey, Guildford, England.
- Peters, J. (1982, February). Literate vs. nonliterate differences in nonformal learning and problem solving Presented at the Lifelong Learning Research Conference, College Park, MD. (With B. Banks).
- Peters, J. (1982, March). Reasoning patterns of literate and nonliterate adults solving problems in nonformal settings. Presented at the American Educational Research Association Conference, New York, NY. (With P. Lazar.)
- Peters, J. (1981, April). Adult problem solving and learning. Presented at the American Education Research Association Conference, Los Angeles, CA.
- Peters, J. (1981, April). An inquiry into modes of adaption among literate and nonliterate adults. Presented at the Adult Education Research Conference, DeKalb, IL. (With Mike Johnson)
- Peters, J. (1980, May). The conduct of inquiry: Qualitative and quantitative research. Reactor, Research Symposium, Adult Education Research Conference, Vancouver, Canada.
- Peters, J. (1980, October). A naturalistic research methodology for studying adult problem solving and learning. Presented at the Annual Conference of the Commission of Professors of Adult Education, St. Louis, MO. (

- Peters, J. (1979, November). Criteria for effective research in adult learning. Presented at the Invitational Conference on Adult Learning, ERIC/NIE, Ohio State University, Columbus, OH.
- Peters, J. (1979, February). Educational brokering: A new service for Tennessee. Presented at the Tennessee Adult Education Association Conference, Nashville.
- Peters, J. (1979, November). The future of the professor. Participant in a debate before the Commission of Professors of the U.S.A., Boston, MA.
- Peters, J. (1979, November). Graduate study in the United States. Invited presentation, North Carolina Adult Education Association, Greensboro, N.C.
- Peters, J. (1979, August). The problem-solving orientation of adult learners. Invited presentation, Annual Conference on Self-Directed Learning, Oklahoma State University, Stillwater, OK.
- Peters, J. (1978, October). The promise of systems concepts for theory development in adult education. Presented at the Conference of the Commission of Professors of Adult Education, Portland, OR.
- Peters, J. (1978, October). The self-directed learner. Invited presentation, Forum on Continuing Education, Rochester Institute of Technology, Rochester, NY.
- Peters, J. (1978, May). Systems theory and adult education. Presented at the Regional Conference of the National Association of Public Continuing Adult Education, Nashville, TN.
- Peters, J. (1976, December). The future of adult education. Keynote address to North Carolina Adult Education Association.
- Peters, J. (1976, October). Program planning in adult education. Keynote address to the Tennessee Adult Education Association, Nashville.
- Peters, J. (1976, November). Understanding adult education organizations. Keynote address to the Oregon Association of Continuing Adult Education, Portland.
- Peters, J. (1975, July). Evaluation of adult education programs. Presented at the Virginia Staff Development Institute, Virginia Commonwealth University, Richmond, VA.
- Peters, J. (1974, July). Designing and operating adult learning centers. Presented at the Georgia Teacher Training Institute, University of Georgia, Athens, GA.
- Peters, J. (1974, July). Developing behavioral objectives. Presented at the Virginia Conference on Corrections Education, Virginia Commonwealth University, Richmond, VA.
- Peters, J. (1974). Diagnosing adult basic learner needs. Presented at the Ohio Staff Development Institute, Ohio State University, Columbus, OH.
- Peters, J. (1974, May). Some ways to implement community education programs. Presented at the Northwest Georgia Adult Education Conference, Dalton Community College, Dalton, GA.
- Peters, J. (1973, June). Adult psychology. Presented at the Virginia Conference on Corrections Education, Virginia Commonwealth University, Richmond, VA.
- Peters, J. (1973, September). The contemporary college student. Presented at the Roane State Community College Faculty and Staff Annual Conference, Rockwood, TN.
- Peters, J. (1973, August). Diagnostic instruction. Presented at the Conference on Manpower Development Training Personnel, Nashville, TN.
- Peters, J. (1973, November). New directions for adult education. Presented at the Annual Conference of the Tennessee Adult Education Association, Nashville, TN.

- Peters, J. (1973, August). Professional development in adult basic education. Presented at the Tennessee Adult Basic Education Supervisors Conference, Memphis, TN.
- Peters, J. (1972, May). Creative techniques for teaching adult reading. Presented to the International Reading Association, Detroit, MI. (With F. Fowler and T. Rakes).
- Peters, J. (1972, May). A feasibility study for development of self-instructional training kit for teachers of adult basic education. Presented to the International Reading Association, Detroit, MI. (With F. Fowler and T. Rakes).
- Peters, J. (1972, July). Physiological aspects of aging and e-Learning: The affective and psychomotor domains. Presented at the Adult Basic Education Institute, University of Georgia, Athens, GA.
- Peters, J. (1972, September). Recruitment and retention of ABE students. Presented at the Conference of Adult Basic Education Demonstration Project Personnel, Chattanooga, TN.
- Peters, J. (1972, May). Self-directed learning in continuing professional education. Presented to the University of Illinois Symposium on Continuing Professional Education, Champaign-Urbana, IL.
- Peters, J. (1972, September). Teacher training: A place for the media minded? Presented at the University of Texas Symposium on the Impact of Media Catalysts in Extended Education, Austin, TX.
- Peters, J. (1971, July). The adult basic education curriculum. Presented at the National Teacher-Training Institute for Rural Adult Students, Virginia Commonwealth University, Richmond, VA.
- Peters, J. (1971, July). Implications of the concept of culture for adult basic education. Presented at the National Institute of Adult Basic Education for Rural Blacks, Alabama State University, Montgomery, AL.
- Peters, J. (1971). Political factors involved in developing and improving graduate programs in adult education. Presented at the Commission of Professors of Adult Education Conference, Los Angeles, CA.
- Peters, J. (1971, March). Testing and evaluation in adult basic education. Presented at the North Carolina Adult Basic Education Conference, Technical Institute of Alamance, Graham, NC.
- Peters, J. (1970, November). Developing graduate programs in adult education. Presented at the Adult Education Association of the U.S.A. Conference, Atlanta, GA.
- Peters, J. (1970, July). Development of the learning center concept: Historical, philosophical, and psychological foundations. Presented at the Virginia Conference of Learning Laboratory Coordinators, Virginia Commonwealth University, Richmond, VA.
- Peters, J. (1970, August). Planning in-service education programs for teachers of adult basic education. Presented at the Conference of Supervisors of Adult Basic Education, Memphis State University, Memphis, TN.

MONOGRAPHS AND REPORTS

- Fazio, R., & Peters, J. (2004). Collaborative learning by family farmers: A participatory model of agriculture alternatives (a Sustainable Agriculture Research and Education (SARE) project). Available at <http://mysare.sare.org/mySARE/ProjectReport.aspx?do=viewProj&pn=GS02-016>.

- Peters, J. (2003, September). Continuing evaluation of the development of the Kentucky Center for Middle School Academic Achievement. (Evaluation Report # 2). Under contract with Eastern Kentucky University, Richmond, KY. (With J. Boser and R. French.).
- Peters, J. (2002, October). Evaluation of the Development of the Kentucky Center for Middle School Academic Achievement. (Evaluation Report # 1). Under contract with Eastern Kentucky University, Richmond, KY. (With J. Boser and R. French.).
- Peters, J., & Fazio, R. (2002, May). Development of evaluation procedure for the agribility program. Final report to the Institute for Community Research, University of Tennessee, Knoxville, TN.
- Peters, J. (2002, September). *Field Test of Instructional Module on Action Research*. Knoxville, TN: Innovative Technology Collaborative, University of Tennessee.
- Peters, J. (1982). Problem solving by adults in nonformal settings: A research report. National Institute of Education, Grant Number NIE-6-0190.
- Young, D., Lounsbury, J., & Peters, J. (1979). *Critical issues for Tennessee community colleges*. [College of Education Research Monograph No. 10]. Knoxville, TN: University of Tennessee.
- Peters, J., & Gordon, S. R. (1974). *Adult learning projects: A study of adult learning in urban and rural Tennessee*. Knoxville, TN: University of Tennessee.
- Peters, J. (1971). A feasibility study for development of a self-instructional training program for teachers of adult basic education. Morehead, KY: Morehead State University, USOE Grant No. OEG-0-70-4616 (324).
- Peters, T. M., Linglebach, D.L. and Peters, J. (1968). EDUSAT: A preliminary design for an educational television satellite system. Norfolk, VA: Langley Research Center.
- Peters, J. (1968). *Effect of internal-external control on learning and participation in occupational education*. [Center Research Monograph No. 1]. Raleigh, NC: Center for Occupational Education, North Carolina State University.

OTHER ITEMS

- Peters, J., & Schumann, D. (2011). Mediation as a reflective practice. *Alternative Dispute Resolution News*, 11(4).
- Peters, J. (2002). Social Construction in Education. *Conversations in Social Construction*, a Masters Work Video Production by Andrews and Clark Explorations, in concert with the Taos Institute, Los Angeles, CA.
- Peters, J., & Little, J. (2002). Collaboration technologies and strategies for teaching and learning. CREN TechTalk, Webcast. Washington, DC: Corporation for Research and Educational Networking.
- Peters, J. M., Merrill, M., Cotter, M., & Ragland, B. B. (2002). *Collaborative action research in three settings: Community college, university and secondary education*. Retrieved from <http://search.proquest.com/docview/62229851?accountid=14766>

STUDENT THESES AND DISSERTATIONS DIRECTED

- Alterton, S. (2000). *Dialogue: A case study*. (Ph.D.)
- Armstrong, J. (1999). *Collaborative learning: A study of two classes*. (Ph.D.)

- Benson, F. F. (1974). *Learning projects of administrators in Tennessee higher education institutions*. (Ed.D.)
- Bingman, B. (1994). *Appalachian women learning in community*. (Ph.D.)
- Brasfield, L. L. (1974). *Educational attainment and participation in self-directed learning projects*. (M.S.)
- Brickey, R. (2001). *Roles, relationships and thought: Using collaborative action research to improve facilitator practice*.
- Buress, M. (May, 2013) *A story of change: Adult learners' experiences of questioning their beliefs, assumptions, and frames in a graduate course in reflective practice*.
- Christian, A. (1977). *A comparison of methods for teaching signed number operations in developmental mathematics*. (M.S.)
- Clevinger, J. E. (1993). *Exploring transformative learning: Identification and description of multiple cases among kidney transplant recipients*. (Ph.D.)
- Collins, N. (1976). *Evaluation of a planning process used to develop an energy education conservation program for Tennessee*. (M.S.)
- Cotter, M. (2001). *Conversations in the zone: Collaborative learning in the counselor/student relationship*.
- Creekmore, W. (2011). *Improving facilitation through levelising: Reflecting in and on practice*. (Ph.D.)
- Daniel, R. W. (1968). *Relationship of social class to participation in formal organizations*. (M.S.)
- Dew, J. (1993). *An evaluation of education for creating industrial democracy*. (Ed.D.)
- Dillivan, K. (2004). *Graduate education in reflective practice: A social constructionist analysis*. (Ph.D.)
- Duncan, D. (2009). *The executive coach and clients in reflective practice: Levelising as a special case*. (Ph.D.)
- Farris, J. E. (1982). *Problem solving activities of administrators of Tennessee higher education institutions*. (Ed.D.)
- Fazio, R. (2003). *Collaborative learning among farmers as an approach to alternative agricultural education*. (Ed.D.)
- Gaddis, R. (2002). *Interacting, learning, juggling: A study of the preservice teacher internship*.
- Gaskin, D. (2007). *Levelising as a quality management tool*. (Ph.D.)
- Gordon, S. (2003). *Creating changes in organizational culture: The role of three types of teaching and learning*. (M.S.)
- Gray, A. (2008). *Classroom composition narratives of teaching and learning*. (Ph.D.)
- Greene, J. (1993). *Building expert systems: A phenomenological approach to accessing expert knowledge*. (Ed.D.)
- Ihlenfeld, J. (1982). *Problem solving strategies of small business owners*. (M.S.)
- James, W. B. (1974). *Perceived utility of adult basic education teacher competencies*. (Ed.D.)
- Johnson, J. D. (1995). *An examination of the theoretical and philosophical foundations of reflective thinking and practice*. (M.S.)
- Johnson, P. C. (1973). *Development and evaluation of learning packages in mathematics for ABE students*. (M.S.)
- Kreszock, M. (1993). *A study of the motivational orientations of autodidactic adult learners*. (Ed.D.)
- Lauridsen, Ellen. (1981). *Life satisfaction factors associated with developmental stages of adulthood*. (M.S.)

- Margrave, J. T. (1995). *Women in transition: Role changes and learning experiences of dislocated Workers*. (M.S.)
- McCullough, J. (1993). *Factors in persistence and dropout among adult basic education students*. (Ph.D.)
- McKee, C. W. (1992). *A study of institutional decision making by the chief academic officers and the chief business officers in southern colleges and universities*. (Ed.D.)
- Merrill, M. (2003). *Relationships, positioning, dialogue, and mindfulness: Collaborative learning with community college information technology students*.
- Moore, D. W. (1970). *Effect of belief systems on change in education*. (Ed.D.)
- Naujock, K. (2002). *Collaborative learning in a high tech start-up business*.
- Ochs, R. (2001). *Evaluation of motorcycle safety education programs*.
- Osborne, M. N. (2003). *Without a vision the people perish: Introducing collaborative learning to community service leaders in southern Appalachia*.
- Polk, C. F. (1970). *General systems theory in program planning*. (Ed.D.)
- Rabinowitz, L. (1993). *Experts learning*. (Ed.D.)
- Ragland, B. (2005). *Razor wire cuts both ways: Teaching inside a juvenile institution*. (Ed.D.)
- Reece, A. (August, 2013). *A multi-case study of teacher-student engagement in first-year study courses*.
- Roberts, G. (2005). *The experience of participants in an online collaborative learning environment*. (Ed.D.)
- Romer, G. H. (1997). *The experience of laughing in prisoner of war camps*. (Ph.D.)
- Sanders, F. (1982). *Problem solving and reasoning among industrial superintendents and supervisors*. (M.S.)
- Stulberg, D. (2004). *People centered law: Bringing life back to lawyer-client relations through collaborative lawyering*. (Ed.D.)
- Tisue, L. (1999). *Facilitating dialogue and decision making in a family business*. (Ed.D.)
- Torres, C. (2008). *Levelising: A collaborative learning practice for strengths-based organizations*. (Ph.D.)
- White, C. L. (1996). *It ain't all about the books: Building community-based literacy education programs*. (Ph.D.)
- Wyatt, J. H. (1973). *A study of continuing education and community services in Tennessee community colleges*. (M.S.)
- Yang, P. (1996). *From caterpillar to butterfly: An action research of educational program based on the Satir Model for women in Taiwan*. (Ph.D., co-directed with Schuyler Huck)

COURSES DEVELOPED AND TAUGHT

University of Tennessee

Adult Development
 Advanced Seminar in Adult Development
 Adult Problem Solving and Learning
 Transcollege Seminar (with Richard Wisniewski)
 Reflective Practice in Education and Psychology
 Advanced Seminar in Reflective Practice
 Pro-Seminar in Adult Learning
 Seminar in Collaborative Learning

Methods of Collaborative Inquiry
Collaborative Learning
Special Topics: Dialogue
Special Topics: Social Construction of Knowledge
Special Topics: Organizational Learning (with Katherine Greenberg, Walter Cameron, Dianne Whitaker)
Research in Psychoeducational Studies
Program Planning and Operations
Seminar in Adult Education
Seminar in Continuing and Higher Education
Problems in Continuing and Higher Education
Adult Education: A General Survey
The Community-Junior College (With William Coffield.)
Community Education for Adults
Instruction in Higher Education (with William Coffield)
Continuing Professional Education
Seminar in Community College Administration (with William Coffield)

Cornell University

General Systems Theory

North Carolina State University

Research Utilization
Program Planning in Adult Education
Adult Education: History, Philosophy, and Contemporary Nature

University of British Columbia

Methods in Adult Education
Program Planning in Adult Education

CONTRACTS, GRANTS, AND OTHER PROJECTS

Project Co-Director (with David Schumann): Faculty Development for Air National Guard, Langford Technical Education Center, Knoxville. \$48,000. (2014)
Principal Investigator; Robin Fazio, Director. Collaborative learning by family farmers: A participatory model of agriculture alternatives. Sustainable Agriculture Research and Education (SARE) graduate student award, University of Georgia. (\$9,600). (2005)
Project Director and Principal Investigator, Evaluation Procedure for Agrability Project. University of Tennessee Institute for Community Research, with Robin Fazio. (Continuing from 2001, \$4,700.00).
Project Director, Evaluation of the Kentucky Center for Middle School Academic Achievement. Eastern Kentucky University and Murray State University. (2002-2007, \$25,000 per year for five years).
Project Director for GEAR UP professional development project in Cocke County and Scott County, Tennessee. (January 2002 and May 2003, \$38,000).

Evaluation of community education programs. University of Tennessee Committee on Community Well-Being. (2000, \$4,900).

Multimedia course module development. University of Tennessee Innovative Technology Center. (2000, \$2,500).

Development of course on social construction of knowledge and applied phenomenology. University of Tennessee Interdisciplinary Council on Intellectual and Cultural Expression, with Howard Pollio. (2000, \$7,200).

Study of collaborative learning in college and university settings. University of Tennessee Learning Research Center. (1995, \$500).

Center for Literacy Studies, a contract between the College of Education and the Tennessee State Department of Education. (1989, \$63,000).

Reasoning in expert mathematics teachers in secondary education. Office of Research, University of Tennessee, planning grant, with Mike Johnson, Bruce MacLennan, Peter Lazzara. (1988, \$10,000).

Evaluation of the parent enrichment project. U.S. Department of Health and Human Services, ACYF and Office of Private Sector Initiatives, national demonstration project. (1986-1988, \$86,000).

Relationship of nonformal adult learning to adult problem solving. National Institute of Education. (1979-1981, \$173,098).

Staff assistance in community growth and leadership development. U.S. Office of Education, Title I, Higher Education Act. (1975-1976, \$74,227).

Tennessee reading academy for adults and out-of-school youth. U.S. Office of Education. (1975, \$73,693).

Life-Lab, Fund for Improvement of Post-Secondary Education, U. S. Office of Education, Title I, HEA and University of Tennessee. (1974-75, \$89,542).

Staff assistance to public community colleges, U.S. Office of Education, Title I, HEA. (1974-1975, \$89,542).

Staff assistance to public community colleges. U.S. Office of Education, Title I, HEA. (1973-1974, \$62,781).

Adult learning projects: A study of adult learning in urban and rural Tennessee. Tennessee Valley Authority. (1972-74, \$20,022).

Chattanooga ABE model cities demonstration project. Southern Regional Education Board and University of Tennessee, with Charles Achilles. (1970-1973, \$1.5 million).

Public community college project. U.S. Office of Education, Title I. (1972-1973, \$25,961).

Training program in adult education. U.S. Office of Education, Title I, HEA, 1970-72 (\$35,000).

Feasibility study for development of self-instructional training for teachers and adult basic education. Morehead State University and U.S. Office of Education. (1971, \$3,050).

Research utilization and training in adult education. Maryland State Department of Education and North Carolina State University. (1969-1970, \$8,000).

Identification of behaviors critical to the adult educator's role. U.S. Office of Education. (1966-1968, \$87,638).

The effect of adult basic education on occupational adjustment and acculturation of the low literate adult. U. S. Office of Education and Center for Occupational Education, North Carolina State University. (1968-1970, \$76,000).

Development of and demonstration project in the use of modern educational technology for instruction of undereducated adults, with R. H. Sherron. U. S. Office of Education and North Carolina State University. (1966-1970, \$1.4 million).

SERVICE TO UNIVERSITY (Selected)

Program Coordinator, Collaborative Learning, Adult Education
Facilitator of campus-wide Reflective Practice Faculty Inquiry Groups
Member UTK Academic Outreach awards committee
Award Nominee Reviewer for UTK Faculty Senate Teaching Council
Member of UTK Learning Consortium
Member of UTK Learning Consortium Strategic Planning Committee
Member, Learning Consortium Committee on Experiential Learning
Member, Learning Consortium/Baker Center Committee on Service Learning
Served as CEHHS/UTK Liaison Officer for partnerships with Arizona State University
Guest taught in variety of department courses
Chair, College of Education Faculty Forum
Chair, College of Education, Health and Human Sciences Council on Intercultural and International Initiatives
Member, College Faculty Senate
Member, Promotions and Tenure Review Committee
Chair, Search Committees
Chaired forums for discussion of college merger, Summer 2002
Co-Coordinator of EPC symposium series (until 2010)

REPRESENTATIVE CONSULTING AND SERVICE ACTIVITIES, LOCAL, NATIONAL, INTERNATIONAL

Chair, Board of Directors, International Adult and Continuing Education Hall of Fame (IACEHoF)

Developer and Inaugural Director of new Virtual Hall of Fame (IACEHoF)

Inaugural Member and coo-founder, Action Research Network of the Americas

Chair of Strategic Planning Committee and member of nominations committee, International Adult and Continuing Education Hall of Fame.

Treasurer and Chair-Elect, International Adult and Continuing Education Hall of Fame Board of Directors

Member of Strategic Planning Committee, International Adult and Continuing Education Hall of Fame Board of Directors

Chair of Nominations Committee, International Adult and Continuing Education Hall of Fame Board of Director

Chair, International Adult and Continuing Education Hall of Fame Leadership Academy

Review Editor for International Journal of Learning
Reviewer for International Journal of Qualitative Studies in Education
Reviewer, *Journal of Interdisciplinary Social Science*.

Public representative and co-facilitator and of state-wide Commission on Professional Educators' Collaborative Conferencing Act implementation and training program (created by Tennessee Legislature). Acting as public representative on behalf of legislature and Tennessee Organization of School Superintendents (not for pay).

Planned and conducted training programs for Rule 31 Mediators, child care specialists and trainers, trainers of mediators, facilitators of collective bargaining in Tennessee.

Planned and conducted faculty development programs for U.S. Air National Guard, Langford Technical Education Center, ongoing.

Workshops and other services:

Trained (with Dave Schuman) k-12 personnel in collaborative conferencing, Putnam, Overton, and Knox County (2012, 2013)

Guest lecturer (with Dave Schumann), Cumberland University course on Public Policy, Cumberland University (2013)

Workshop for Cumberland University's faculty and administrators, 2013

Workshop for Rule 32 mediators, Lipscomb University (October 2011)

Facilitated and presented, workshops for UT faculty, (2011, 12, 13)

Oak Ridge National Laboratory, Facilities Management Division. Consulted on organizational change and action research.

The Coca Cola Company, Legal Division, Corporate Headquarters. Consulted on organizational communication process.

Kentucky Department of Education, Eastern Kentucky University and Murray State University. Evaluated of middle school program.

Cocke County (TN) School System, Project GEAR UP. Conducted workshops for teachers in Carson Newman College and Tennessee State Department of Education. Conducted workshops for various college and university faculty members in the area of child and family studies.

Leadership Knoxville. Conducted curriculum design and program restructuring; facilitated collaborative learning.

Kellogg Foundation and Council for Science and Advancement of Technology. Conducted curriculum design; facilitated collaborative learning.

Penn State University, Agronomy Department. Facilitated collaborative learning and strategic planning.

One System of Care Project, federally-funded mental health project in Western North Carolina. Conducted workshop on collaborative learning and reflective practice (2003).

Cornell University, Department of Human Services. Consulted on restructuring of department and curriculum.

Kellogg Foundation and Cooperative Extension Service. Evaluated staff development project.

Baptist Hospital, Nashville, TN. Consulted on design of Medical Education Center.

American Medical Association and Veterans Administration. Program evaluation.

American Federation of Free Labor Development. Program evaluation.

Hospital Corporation of America. Evaluation and organizational development; training.

Action Research, Inc. Evaluated Historically Black Land-Grant Colleges and Universities.

Head Start, Regions IV and VI. Conducted training and evaluation.

Federal Emergency Management Corporation. Conducted training, course development, and program evaluation.

Boeing Aircraft Corporation. Conducted training in adult development.

Union Carbide Corporation. Conducted training in adult development.

Lockheed-Martin, Inc. Conducted training in adult and organizational development.

Oak Ridge Associated Universities. Conducted training in organizational development.

Tennessee Eastman, Inc. Conducted training in adult development.

Northern Illinois University. Conducted faculty development in adult learning.

University of Southern California. Consulted on graduate program design and development.

U. S. Postal Service. Conducted training in adult and organizational development.

U. S. National Guard, NCO Academy. Conducted training in reflective practice.

Sandoz Pharmaceuticals Corporation. Conducted contract research.

Cumberland Health Corporation. Conducted contract research.

Park West Hospital. Conducted contract research.

Eye Foundation, Nashville, TN. Conducted contract research.

American Enka Corporation. Consulted on learning center design.

Chattanooga-Hamilton County (TN) Schools. Consulted on learning center design.

Adult Education Association of U.S.A. and World Education, Inc. Consulted for the Multinational Conference on Basic and Functional Education and a National Endowment of the Arts and Humanities project.

University of Miami (FL). Consulted for Florida Desegregation Center.

National Center for Educational Statistics and Government Studies and Systems. Consulted on post- secondary education terms projects.

Academy in the Public Service, Georgetown University. Conducted staff development.

Healthnet, Inc., Nashville, TN. Consulted the board of directors.

Horizon Health. Consulted training in organizational development.

Kappa Sigma National Fraternity. Organizational development.

Alpha Gamma Rho National Fraternity. Organizational development.

School of Business, Queensland University, Australia. Consulted on curriculum design and faculty development in team teaching.

Flinders University, Australia. Action research and program design.

University of Western Sydney, Australia. Faculty development and collaborative learning.

University of Technology, Sydney, Australia. Faculty development, collaborative learning.

University of Tasmania, Australia. Curriculum design.

Royal Melbourne Institute of Technology, Australia. Faculty development.

Panasonic Foundation, Taiwan. Conducted training in reflective practice and organizational development.